COMMON CORE IS HOSTILE TO CHRISTIAN AND CATHOLIC EDUCATION

Speech given at the Educational Policy Conference 25, Constitutional Coalition, in St. Louis, Mo., February 1, 2014, by Betsy Kraus. (Revised and Expanded)

GOOD MORNING:

My first report covers the 1985 National Catholic Education Association Conference in St. Louis where Robert Muller, from the United Nations, WAS THE KEY NOTE SPEAKER promoting his World Core Curriculum; and, Ernest L Boyer, President of the Carnegie Foundation for the Advancement of Teaching, held a workshop called Education: A World View. This Convention marked a major infiltration of globalists into Catholic Education.

My second report, "Catholic Children in Grave Danger", gives detailed information on Common Core in the Catholic Schools and how the computer system combined with standards and outcome based education can control all students, public or private, or faith-based.

My third report, "Catholic Education in America: To Deceive the Elect?", features a 2007 education conference entitled The Carnegie Conversation on Catholic Education, led by the Carnegie Foundation for the Advancement of Teaching for the benefit of prominent Catholic educators, which led directly to Common Core in Catholic Schools under the label, The Common Core Catholic Identity Initiative, now in many, many Catholic dioceses.

In 1934 the Carnegie Foundation released a report on Social Studies. It was deemed by a socialist to be a program for a Socialist America. I have seen nothing which indicates that Carnegie's intent has ever changed. (Report listed in References)

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TRANSFORMATION

Dr. Robert Marzano will be a featured speaker at the April Convention of the National Catholic Education Association.

He is a leading educational researcher, trainer, and supporter of Common Core. He stated that Common Core is a SECOND ORDER CHANGE. (SOC)
SECOND ORDER CHANGE: Educator John C. Hillary discussed Second Order Change in a 1990-91 issue of "Outcomes" (OBE). He described SOC as framing the social system causing ambiguity, discontinuity, anxiety, frustration, paranoia, cynicism and anger. The eventual outcome is a transformed or renewed organization. It requires one to violate or challenge the established culture.

Second Order Change is planned chaos to change our whole social culture from freedom to socialism:

Please be aware of the Transformative Ignatian Pedagogy taught in Jesuit and other schools, with references including the Carnegie Foundation, Robert Marzano, John Dewey, Paulo Freire, and Jerome Bruner, who conceived of Mastery Learning, OBE. (See Catholic References)

COMMON CORE IS HOSTILE TO ALL OUR STUDENTS

It is a Marxist, Socialistic, Global, Educational SYSTEM incorporating:
- Behavioral and mind-control techniques through OBE, the Marxist dialectic, and Transformational Teaching. This is all locked in by computer assessment and computer cybernation.
- Its aim is to provide a workforce for a Soviet-style planned economy for global servants.

THE COMPUTER ACCOUNTABILITY CONTROL SYSTEM USED FOR COMMON CORE IS NOT NEW. NOR ARE COMMON STANDARDS NEW. THEY WERE INSTALLED IN THE STATES WITH FEDERAL MONEY IN THE 70'S AND 80'S.

Common Core Standards are just the latest standards funneled into this air-tight system.

ONE CANNOT GET RID OF COMMON CORE OR "EFFECTIVE" TEACHING WITHOUT GETTING RID OF THE SYSTEM THAT LOCKS IT IN.

IF BISHOPS SAY THEY REJECT COMMON CORE, YOU MUST READ THEIR CURRICULUM GUIDES. I HAVE FOUND AT LEAST THREE DIOCESES REJECTING "COMMON CORE", BUT THEIR CURRICULUM GUIDES EITHER CALL DIRECTLY FOR COMMON CORE OR THEY ARE RIDDLED WITH "EFFECTIVE" TEACHING WHICH EMBODIES THE COMMON CORE SYSTEM.
In addition to textbooks, tests and assessments, there are:

**Accrediting Agencies** for private, Christian, and Catholic schools which require that "Effective" Teaching be applied to classroom instruction. (Such as AdvancED)

Another factor linking Common Core to private schools is government funding through *equitable distribution*, which I believe has definite Common Core strings attached.

**There are still more threats to Catholic, Christian and Public education:**

**In 2008 Louis Gerstner, Former Chief Executive of IBM,** called on Obama for *national standards for a core curriculum.*

He went on to say:
"...I recommend that President-elect Barack Obama convene a meeting of our nation's governors and seek agreement to the following:
"**Abolish all local school districts** save 70 (50 states; 20 largest cities). Some states may choose to leave some of the rest as community service organizations, but they would have no direct involvement in the critical task of establishing standards, selecting teachers, and developing curricula." (see references)

Does this say Digital Cyber-Computer Education for all with centralized control and the end of textbooks? How will you know what your child is being taught, or what personal information might be gathered?

SINCE THEN HUNDREDS UPON HUNDREDS OF PUBLIC SCHOOLS, AS WELL AS CATHOLIC SCHOOLS, HAVE BEEN CLOSED. WHEN PUBLIC SCHOOLS CLOSE, FUNDS HAVE BEEN ALLOCATED TO OPEN CHARTER SCHOOLS. CHARTERS ARE PUBLIC SCHOOLS RUN BY NON-ELECTED BOARDS SO LOCAL CONTROL IS LOST. RACE-TO-THE-TOP, ARNE DUNCAN, AND OBAMA HAVE CALLED FOR INCREASED CHARTER OPENINGS.

ACCORDING TO DIANE RAVITCH, INNER-CITY CATHOLIC SCHOOLS CLOSE WHEN CHARTERS OPEN.

IN SOME INSTANCES, COMPACTS ARE FORMED AMONG PUBLIC, CHARTER, AND PAROCHIAL SCHOOLS, THUS SPELLING THE LOSS OF LOCAL VOTER CONTROL, AND PERHAPS CHRISTIAN IDENTITY.

IN MANY OF THESE TYPE OF PLANS, THE CONTROL IS TRANSFERRED TO MAYORS WHO APPOINT THEIR OWN BOARDS. THERE ARE MANY
VARIATIONS OF THIS SCENARIO. INNER CITY CATHOLIC SCHOOLS ARE JOINING THESE COMPACTS WITH THE HELP OF FOUNDATIONS LIKE THE MELINDA AND BILL GATES AND THE WALTON FOUNDATIONS.

IT IS MY SUSPICION THAT ALL OF THESE CATHOLIC SCHOOLS MUST SUBSCRIBE TO COMMON CORE. THE ARCHDIOCESE OF BOSTON'S INNER CITY SCHOOLS JOINED ONE OF THESE COMPACTS AND NOW THERE IS COMMON CORE IN THESE SCHOOLS. WON'T THAT INCUR DATA GATHERING ON CATHOLIC STUDENTS? I DETAIL THIS IN MY THIRD REPORT.

ONE OF THE MAJOR, MAJOR ORGANIZATIONS IMPLEMENTING THESE KINDS OF COMPACTS AND SCHOOL REORGANIZATION DESIGNS IS THE CENTER FOR REINVENTING PUBLIC EDUCATION (CRPE)


I will use the CRPE's plan, IMPLEMENTED BY THE CEE-TRUST, for Missouri as an example of how these organizations are spreading their innovations across our nation to "reinvent both public and private education."

CEE-Trust's policy makers are CRPE and the Fordham Institute.

THE CEE-TRUST, FUNDED BY THE GATES FOUNDATION, THE JOYCE FOUNDATION, AND THE CARNEGIE FOUNDATION FOR ADVANCEMENT IN TEACHING, HAS BEEN CONTRACTED BY THE MISSOURI DEPARTMENT OF EDUCATION TO FORMULATE A PLAN TO REORGANIZE OUR NON-ACCREDITED SCHOOLS IN KANSAS CITY AND ST. LOUIS. IT CAN ALSO BE APPLIED TO NEIGHBORING DISTRICTS OR ANY SCHOOL DISTRICT IN MISSOURI.

I believe this proposal is just one of many radical blueprints to destroy public and eventually private schools by setting up Community Education. In this plan, all power resides in non-elected officials. Local school districts are replaced by Community School Offices with an appointed advisory board. Local school boards are dissolved. (Maybe someday to be restored but with a very different venue.)

The plan, entitled the Conditions for Success, allows private schools to become "operators" under the umbrella of the Community Schools Office. Public school funds follow the student so he or she can choose ANY school, community or private, as long as the school is religion-neutral and submits to the non-elected authority of the Community School Office.
Other proposals include:

- Personalized Instruction, a longer school day, a longer school year by 50 or more days, and enforced Pre-K.

This plan specifies "Selective Admission Schools", which appear to be elite schools for the brightest of students. Apparently, they will be given a superior education, but with the global Common Core spin. These schools will only be a very small fraction of the total community schools.

In 1987 Thomas Sticht, with the National Institute of Education, said:

"Many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of a labor force and how well it can be managed and trained, not its general educational level, although a small cadre of highly educated creative people is essential to innovation and growth. Ending discrimination and changing values are probably more important than reading in moving low income families into the middle class." (deliberate dumbing down of america, p. 216)

Are we now dumbing down the masses with Common Core for a reliable labor force, while giving a cadre of select students a real education, all in the name of equality and social justice?

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This ties right into Missouri HB 1357 entitled Student Study Plans. You might look for a similar bill being introduced in your state. Here's a quote from the summary:

"This bill requires every student to develop, in conjunction with his or her parent or guardian and the school district, a personal plan of study before the end of his or her sixth grade year. The district must adopt all necessary policies to implement a comprehensive guidance and counseling program focusing on specified areas at the various grade levels... with the goal of ensuring that each student is career ready after completing technical training, college, or other necessary training required for a student's chosen career.....Each plan must cover eight years or until the student has reached his or her postsecondary goals..."

Compare that to a statement by Rep. Henry Hyde regarding the School-To-Work Act of 1994:

'When carried to its logical extreme, it chooses careers for every American worker. Children’s careers will be chosen for them by Workforce Development Boards and federal agencies at the earliest possible age ...Statewide Workforce Development Boards have formed to study which labor skills are needed in each state to determine “human
CHOICE

In light of all the above what are the effect of Choice and innovative compacts on Christian schools? COMMON CORE and Government Control!

We know now from an article by Cato Institute that Indiana VOUCHERS are requiring that non-public schools follow many of the testing, reporting, and academic requirements of public schools. Indiana has halted Common Core, but what about their current standards, the system, testing, and assessments?

Discontentment seems to be growing over the fact that private schools receive state funding with NO ACCOUNTABILITY. **Accountability would mean testing and assessing of private school students to assure that government money is used to attain whatever state goals are prescribed by individual states.**

There are now 16 or 17 states that have some sort of variation of agreements that allow for TUITION TAX CREDITS (TTCs), even though only one state has enacted such laws. The reason why only one state has embraced TTCs is the concerns about accountability and the financial impact. (public schools funds deferred to private school students.)

**Tuition Tax programs are being installed in states across the country, and are able to by-pass state legislation. One such example here in Missouri is the proposed Children's Education Initiative.**

**CHILDREN'S EDUCATION INITIATIVE**

Please take the time to read the initiative. If there are enough signatures it will be placed on the Missouri November, 2014 ballot.

This Initiative amends our Missouri Constitution to allow for Tuition Tax Credits. (TTCs) Missouri is not a TTCs state. This initiative can establish these credits in the state with no legislative approval.

There will be $90 million dollars in available tax credits with possible annual increases.

Donors get a 50% tax write-off on their state taxes. Doesn't that mean that either the State's revenues funds or the Public school fund will be shorted by that amount?
The 2014 Missouri state school funding formula, which is prescribed by the State Budget is already $620 million dollars short.

Under this plan, the majority of the funds will go to public schools. Why would Christians want to support secular public schools with their Common Core agenda and offensive sexual curriculum which is totally opposed to Christian teaching?

There is a stipulation that public schools can reject funds, but there is no stipulation that non-public schools can reject the funds. Will private schools be forced into Choice with accountability strings?

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Bear in mind:
All students, Christian, Catholic and Public, must be in the national data banks and eventually in the global data banks of UNESCO to insure global one-world control and transformation. How can the planners get faith-based schools into their data banks? THROUGH GOVERNMENT FUNDED CHOICE COUPLED WITH ACCOUNTABILITY.

I believe that when there are enough Catholic and Christian schools partaking of "Choice" money, there will be legislation, an Executive order, or a Federal Register entry that will mandate accountability. This is already being called for in Florida legislation and now Wisconsin. Who knows how many other states. We also need to keep a close eye on the reauthorized ESEA (Elementary and Secondary Education Act) as it is currently being revised and finalized in Congress. The House version has Choice amendments which could be very serious. In addition, Senator Lamar Alexander (Tn.) just introduced a bill for expansive funding of Choice.

Once accountability for Choice is mandated, if Christian schools reject government funds, they will probably have to close or become Charter schools. If they continue to accept government funding they would lose their Christian Identity. Choice is destructive to public education and a lose-lose situation for Christian education.

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WHAT'S NEXT FOR FAITH BASED SCHOOLS? THROUGH CHOICE MONEY WILL THEY GO FROM CHRISTIAN SCHOOLS TO GOVERNMENT RUN SCHOOLS, AND THEN, LIKE PLANS FOR PUBLIC SCHOOLS, FINALLY BE ABSORBED INTO THE COMMUNITY SCHOOL OFFICES?

IT CAN HAPPEN IF WE LET IT!

MAY GOD BLESS AND SAVE OUR CHILDREN.
"Every lover of human freedom ought to oppose with all his might the giving of Federal aid to the schools of this country; for Federal aid in the long run inevitably means Federal control, and Federal control means control by a centralized and irresponsible bureaucracy, and control by such a bureaucracy means the death of everything that might make this country great. Against this soul-killing collectivism in education, the Christian school, like the private school, stands as an emphatic protest. In doing so, it is no real enemy of public schools. On the contrary, the only way in which a state-controlled school can be kept even relatively healthy is through the absolutely free possibility of competition by private schools and church schools; if it once becomes monopolistic, it is the most effective engine of tyranny and intellectual stagnation that has yet been devised."

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